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AUTHOR Yeager, Noranne
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ABSTRACT

Class-Within-A-Class (CWC) is an inclusion program that has been in existence since 1984 at a midwestern suburban/rural school of approximately 1,200 K-12 students. Special and general educators collaborate in teaching both disabled and regular students in a regular classroom setting. Teachers participate in inservice programs covering effective practices of frequent questioning, guided practice of skills, and cooperative group activities. Teachers use various teaching strategies, advanced organizers, study guides, visual organizers, and learning strategies to meet the educational needs of both general and special education students. Special education students who participate in the CWC program are generally students with mild to moderate learning disabilities. A comparison of regular education and special education students participating in the CWC program revealed no significant difference on the average number of days of student attendance. However, there were mean differences between the two groups on individual subtests of the Missouri Mastery Achievement Test, but the increases and decreases were similar in both groups for all subtests. Specifically, there were significant increases in achievement on the science subtests and decreases in the social studies subtests. Both groups of students scored in the normative range of positive self-concept on the Piers-Harris Children's Self-Concept Scale. (LP)

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Noranne Yeager
Chadron State College
Chadron, NE

INCLUSION: THE RESULTS OF ATTENDANCE, ACHIEVEMENT, AND SELF-CONCEPT IN A CLASS-WITHIN-A-CLASS MODEL

Today, many students with disabilities are being served in the general education classroom (U. S. Deptment of Education, 1992). Maintaining students with disabilities in the general education classroom is the least restrictive environment but other placement options are considered if it has been documented that their program is without benefit or is detrimental to the progress of other students. As the general class placement of students with disabilities has been implemented, the focus has been on social integration (Madden & Slavin, 1983; Stainback & Stainback, 1984) as well as academic progress (Zigmond, Levin, & Laurie, 1985; Schulte, Osborne & McKinney, 1990). The policy of inclusion in many schools has been implemented without consistent research of its efficacy for the students involved or without clear roles of personnel involved in the educational services of these students. As Keogh (1993) stated, "Educational policy is not always based on research." Research has been secondarily implemented to determine which practices and settings were effective for what particular groups of students. If the placement was within the general class, as in the

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practice and policy of inclusion, then research is needed to study the outcomes for students, all students, within that placement.

Class-Within-A-Class Inclusion Model

Class-Within-A-Class (CWC) is an alternative model for the delivery of special services to students with disabilities. This model of inclusion has been in existence since 1984 at a suburban/rural school of approximately 1,200 students, kindergarten through grade twelve in a midwestern state. In comparison to other inclusion models, CWC has components which have evolved and are emphasized in the training of volunteered personnel to meet the needs of classes with students with diabilities (Hudson, 1993). Special educators and general educators collaborate to plan and teach all students in a classroom. Emphasis has been on the delivery of the instruction not watering down the curriculum or the grading system. For active student participation, teachers are inserviced and prepared in effective practices of frequent questioning, different cognitive levels of presentation and questions, guided practice of skills, and cooperative group activities (Brophy & Good,

1986). In planning instruction and curriculum, the use of teaching strategies, advanced organizers, study guides, visual organizers, and learning strategies are implemented to help meet the needs of different levels of the students.

Selection of the students included or maintained in the CWC general education class are students with mild to moderate disabilities: more students with learning disabilities and less students categorized as mentally retarded, or behaviorally disordered. The students with disabilities were clustered in the CWC classes in a ratio of not more than 1/3 to 2/3 students without disabilities. The students with disabilities who were not selected for CWC classes are offered the continuum of services as mandated by federal and state law for special education.

The CWC goal has been described as a two-fold concern. The students with disabilities were monitored and measured within the general education class for academic and social progress and specific goals and objectives stated on their individual educational programs. The students without disabilities have been measured as

well to ensure their continued progress. Followup evaluative surveys have been administered to measure the level of satisfaction of all parents and students involved in the CWC model (Klamm, 1989). Overall, the CWC model has been in existence long enough to eliminate the Hawthorne effect and to look at the longitudinal effects of the placement.

Attendance

According to the U.S. Department of Education (1992) students with disabilities attendance is positively correlated to adjustment and performance in school and negatively to the drop-out rate at the secondary level. Many students with high absenteeism had difficulties in passing subject-area courses. One study (Ziomek & Schoenenberger, 1983) with Title I math and reading programs found low but positive correlation between better attendance and higher achievement. When total number of days were correlated to placement, students with disabilities who were placed with a greater percentage of time in the regular class versus placement in a pull-out model had better attendance (Javitz & Wagner, 1990;

Truesdell & Abramson, 1992).

Results of Attendance in CWC

There was no significant difference on the mean number of days of attendance for the two groups of students.

Table 1
t Test of Attendance
of Students in CWC

Groups	N	Mean	SD	t-value	P <.05
General Ed	62	170.5	8.3	.61	.54 NS
Special Ed	31	171.5	6.1		

Studies of Achievement

Although most researchers report enduring academic deficits of students with disabilities (Kavale, 1988; LaBuda & DeFries, 1988), longitudinal studies comparing the academic measures of students with disabilities reported a decline in achievement from year to year (McKinney & Feagans, 1984).

Reported correlations between academic self-concept with achievement (Boersma & Chapman, 1981; Lyon & MacDonald, 1990) have been somewhat positive. Although poor academic achievement is thought to contribute to the negative self-concept of students, poor self-concept alone can not be a predictor of achievement.

Results of Achievement in CWC

There were differences in the means of the individual subtests of the Missouri Mastery Achievement Test (MMAT), but the increases or decreases of the means were similar in both groups of students for all subtests. The analysis of the subtest means of the MMAT by a multivariate analysis of variance was statistically significant, $F(5,96) = 11.14$, $p = .000^{*}$ for the two groups of students at the .025 probability level. In the Groups by Time Interaction, there was no statistical significance, $F(5,95) = 1.25$, $p = .293$. In the Time Effect (from 1993 to 1994), there were significant changes in the science subtests which increased and in the social studies subtests which decreased.

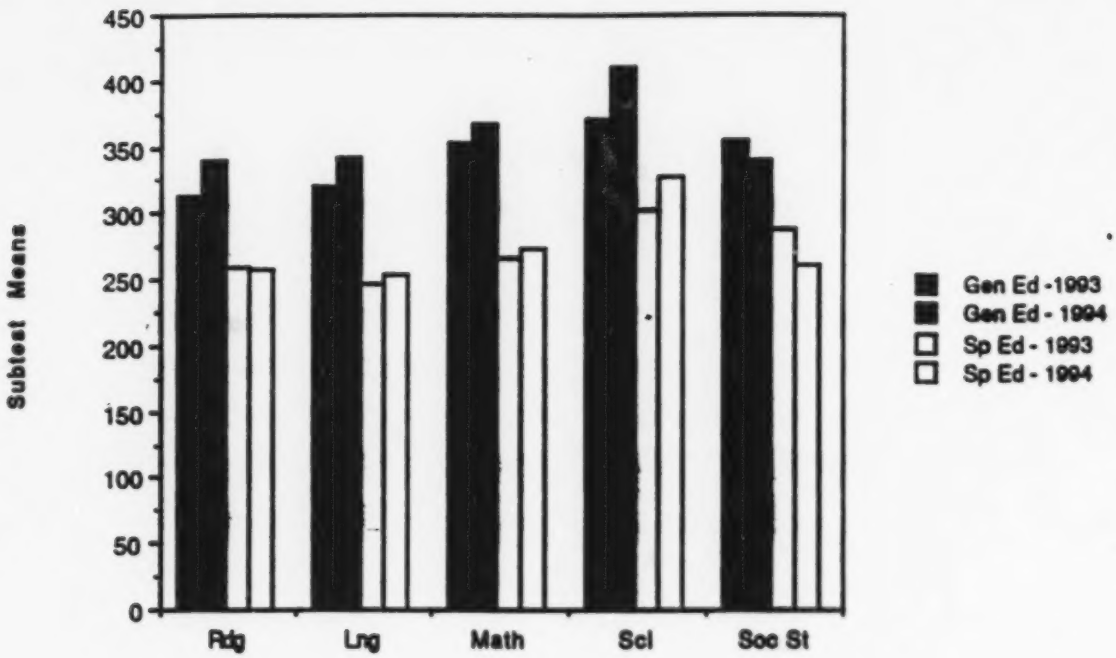

Figure 1: Missouri Mastery Achievement Test Subtest Means for 1993 and 1994 of Students Identified in Class-Within-A-Class

Self-Concept

In studies where students with disabilities were compared to other students, some studies reported a significant difference in the self-concept (Battle & Blowers, 1982; Rogers & Saklofske, 1985), whereas other studies reported no significant difference (Chapman & Boersman, 1980; Tollefson, Tracy, Johnsen, Buenning, Farmer, &

Barke, 1982). Over time, researchers speculated that the amount of time in special education classes may be a detriment to the self-concept of students. In a study by Kruger and Wandle (1992) which compared the self-concept scores with Piers Harris total scores, the elementary students differed significantly from the secondary students showing an interaction between achievement and grade level. When the variable of time in special education was used to analyzed the academic self-concept, the self-concept was positively correlated with time spent in special education, whereas global self concept was negatively correlated. With conflicting results of research, the failure to find consistent effects of placement on self-concept among students with disabilities reflects similar findings regarding the merits of integrated versus segregated remedial programs.

Results of Self-Concept in CWC

There was no significant difference in the means of the two student groups for the total score or the academic cluster of the Piers-Harris Children's Self-Concept Scale. There was no

statistical significance between one year and the next. Both groups of students were at the normative range of the 80 itemized test scored in the direction of a positive self-concept.

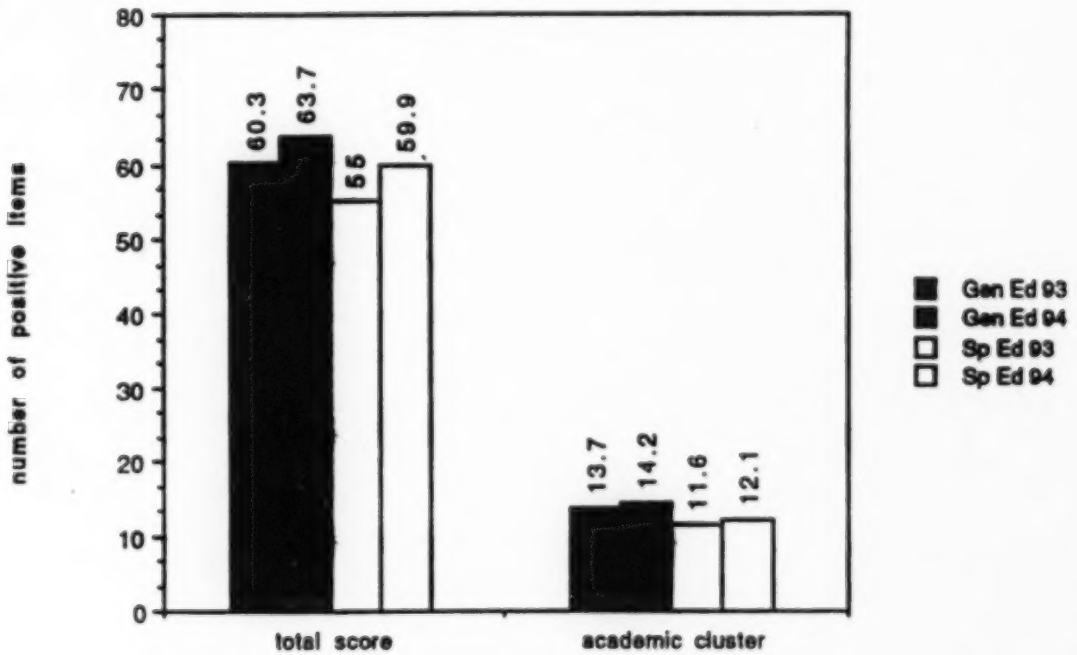

Figure 2: Piers Harris Children's Self-Concept Scale Means for 1993 and 1994

(References available from author upon request)